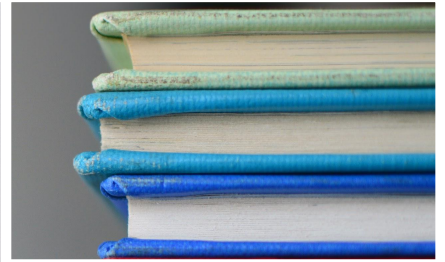# SPG
SPEECH | OT&PT | BEHAVIOR

SUPPORTING TEACHERS:
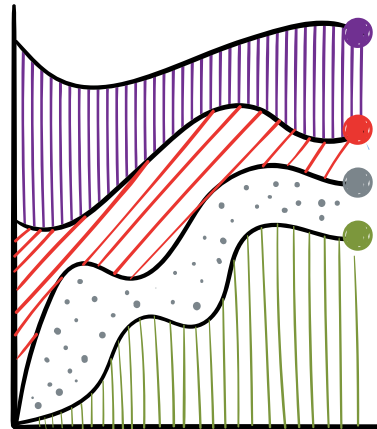### A MULTIDISCIPLINARY APPROACH TO MITIGATING LEARNING LOSS

Kathryn Germer, M.Ed., BCBA
Katy Duffy-Sherr, M.S., CCC-SLP

SPG COMMUNITY

AUTISM CENTER

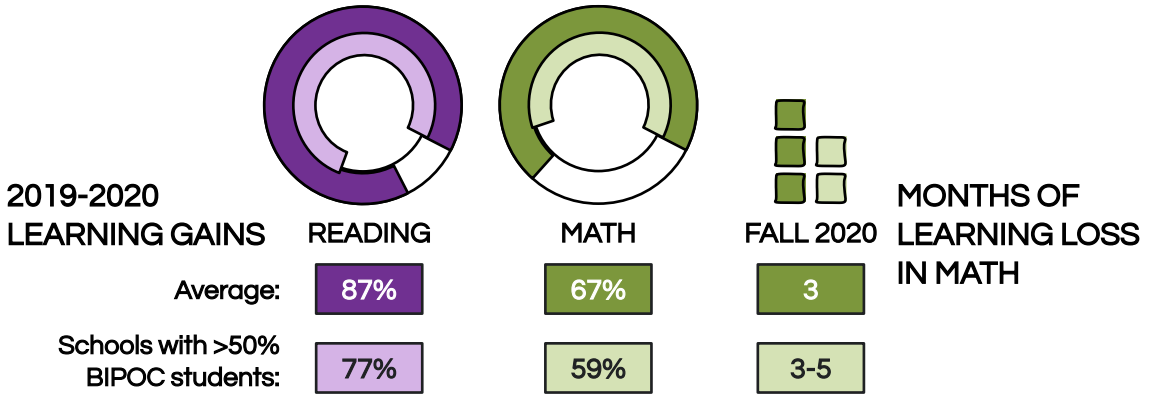Bright Path Therapists

SPG

COVID-19 LEARNING LOSS

*"Learning loss is best understood not as a reduction in existing knowledge or skills, but as a **difference between a current reality and some ideal or at least normal condition.**"*
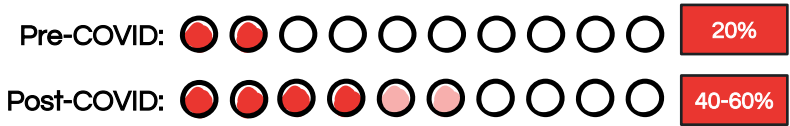(Center for Assessment, 2020)

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THE EFFECTS OF DISRUPTION

2019-2020 LEARNING GAINS

	READING	MATH	FALL 2020
Average:	87%	67%	3
Schools with >50% BIPOC students:	77%	59%	3-5

MONTHS OF LEARNING LOSS IN MATH

SOCIAL-EMOTIONAL & BEHAVIORAL CONCERNS

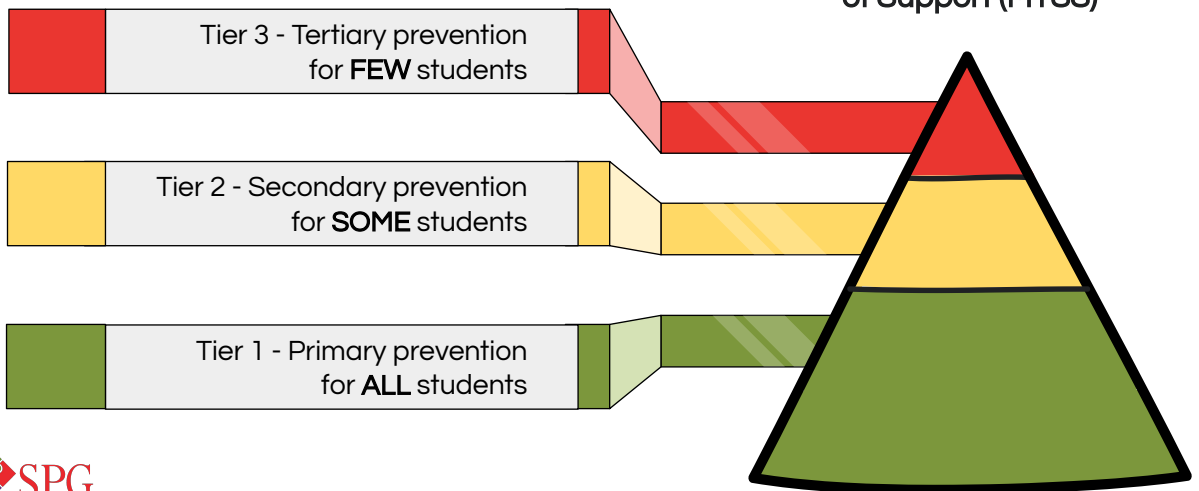Pre-COVID: ●●○○○○○○○○ 20%

Post-COVID: ●●●●●●○○○○ 40-60%

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(McKinsey & Company, 2020; NASP, 2020)

MITIGATING THE EFFECTS OF DISRUPTION

Multi-Tiered System of Support (MTSS)

Tier 3 - Tertiary prevention for **FEW** students

Tier 2 - Secondary prevention for **SOME** students

Tier 1 - Primary prevention for **ALL** students

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(OSEP Technical Assistance Center on Positive Behavioral Interventions and Supports, 2021)

MITIGATING THE EFFECTS OF DISRUPTION

Behavior analyst

School psychologist

Physical therapist

Occupational therapist

Speech-language pathologist

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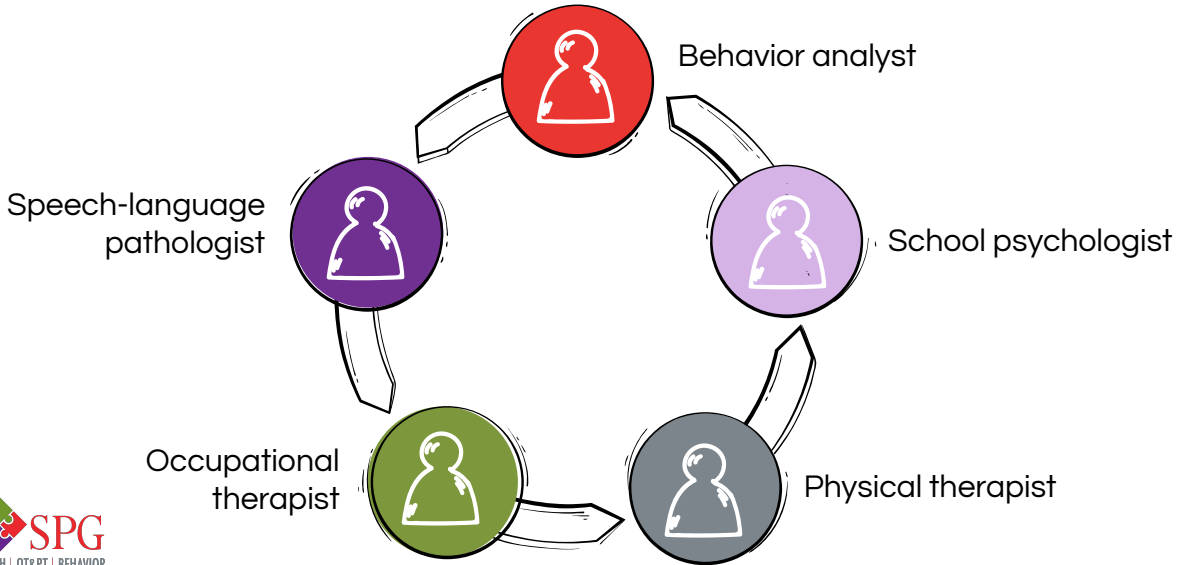
THE CHALLENGE & OPPORTUNITY

Behavior analyst

School psych

PT

OT

SLP

Classroom teacher

ALL students!

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(Isbell & Szabo, 2015; Tucker et al., 2015)
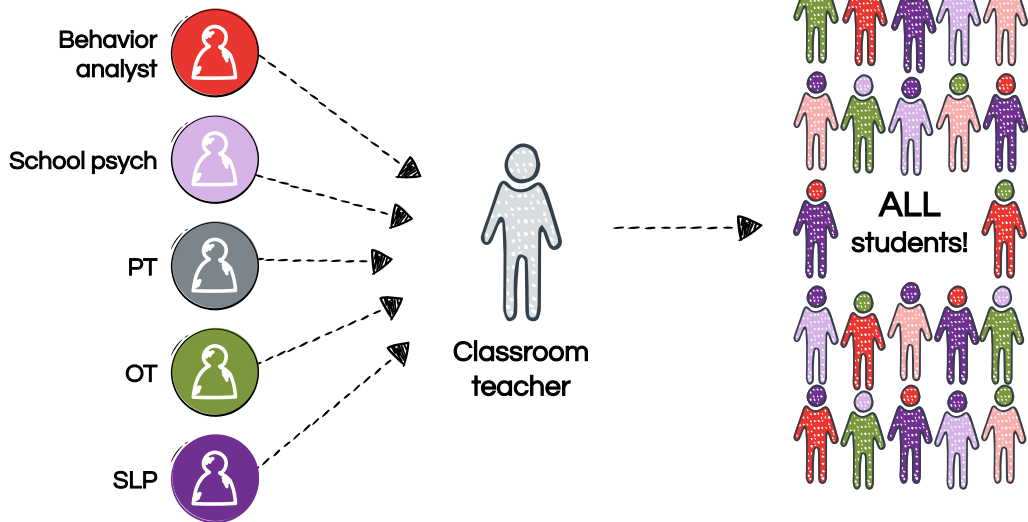
A PROPOSED FRAMEWORK

Multi-Tiered Support Framework for Professional Development (MTS-PD)

Tier 3 - Tertiary PD for FEW teachers

Tier 2 - Secondary PD for SOME teachers

Tier 1 - Primary PD for ALL teachers

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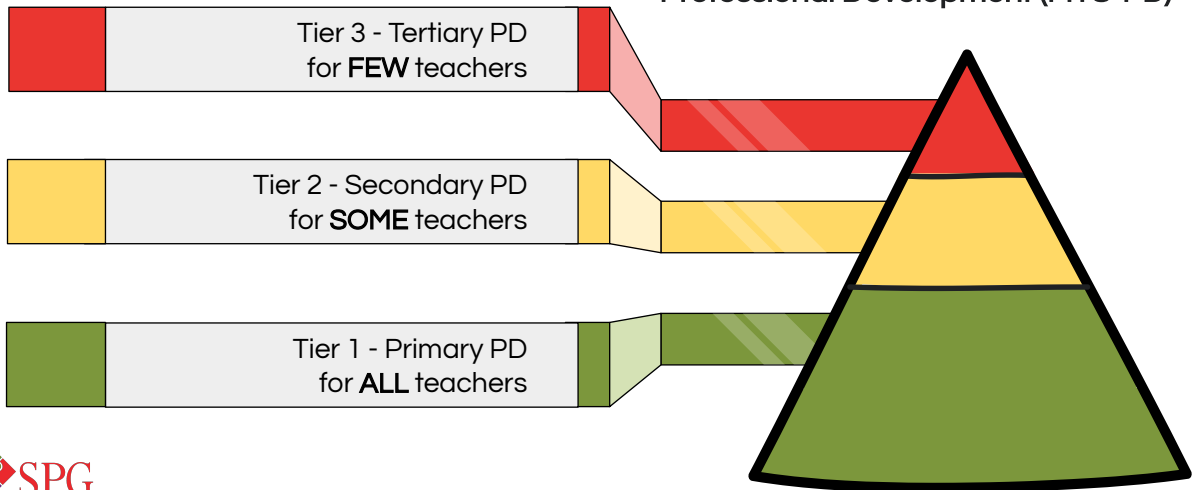
(Grasley-Boy, Gage, & MacSuga-Gage, 2019)

RESEARCH ON MTS-PD

OBJECTIVE: increasing teachers' rates of praise and opportunities to respond

PARTICIPANTS: 3-7 teachers per study

PD DELIVERY: professional development activities carried out by university researchers

TIER 1: large-group didactic training

TIERS 2/3: consultation & coaching

SCREENING: data collected during classroom observations

OBSERVATIONS: conducted by researchers

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(Gage et al., 2018; Gage et al., 2017; LaBrot et al., 2019; MacSuga-Gage, 2013; Myers et al., 2011; Thompson et al., 2012)

BARRIERS TO IMPLEMENTING MTS-PD

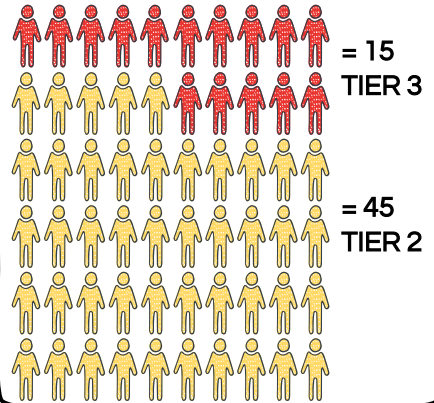**Screening process** to identify teachers who need tier 2 and tier 3 professional development

Personnel with expertise to deliver tier 2 and tier 3 professional development

The **number** of teachers needing tier 2 and tier 3 professional development

DISTRICT WITH 300 TEACHERS

= 15 TIER 3

= 45 TIER 2

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SCALING UP MTS-PD

What **knowledge and skills** are necessary for teachers to more effectively help students overcome these challenges?

What common **student learning challenges** do teachers require support to address?

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(Mizell, 2010)

IDENTIFY KNOWLEDGE & SKILLS

Behavior analyst	School psych	PT	OT	SLP

Each discipline develops a list of strategies

Areas of overlap are synthesized

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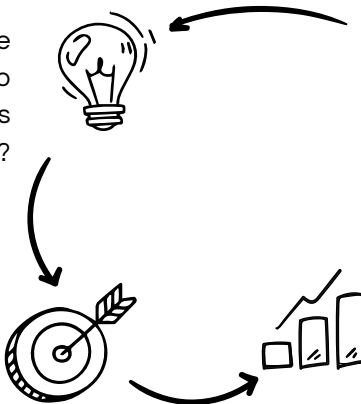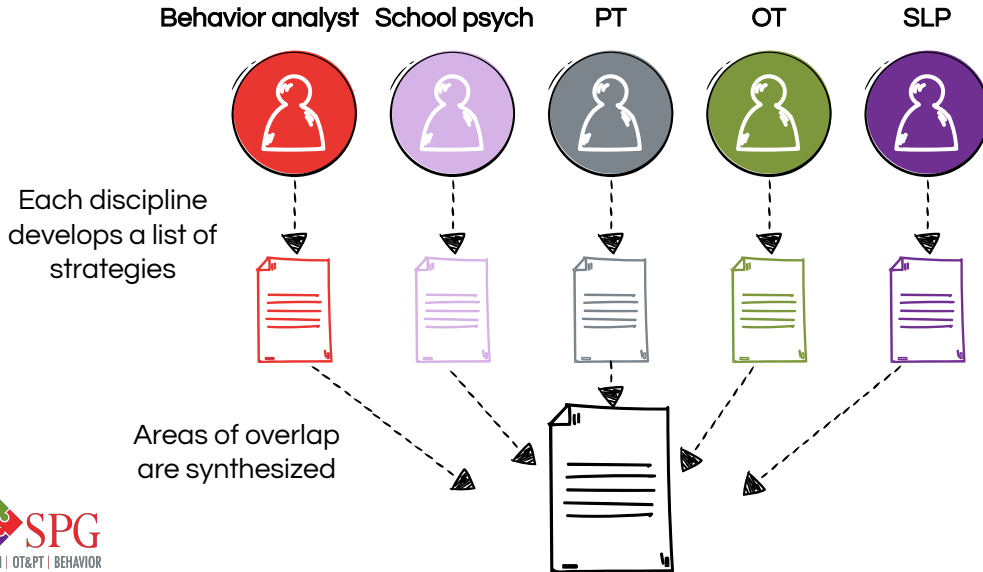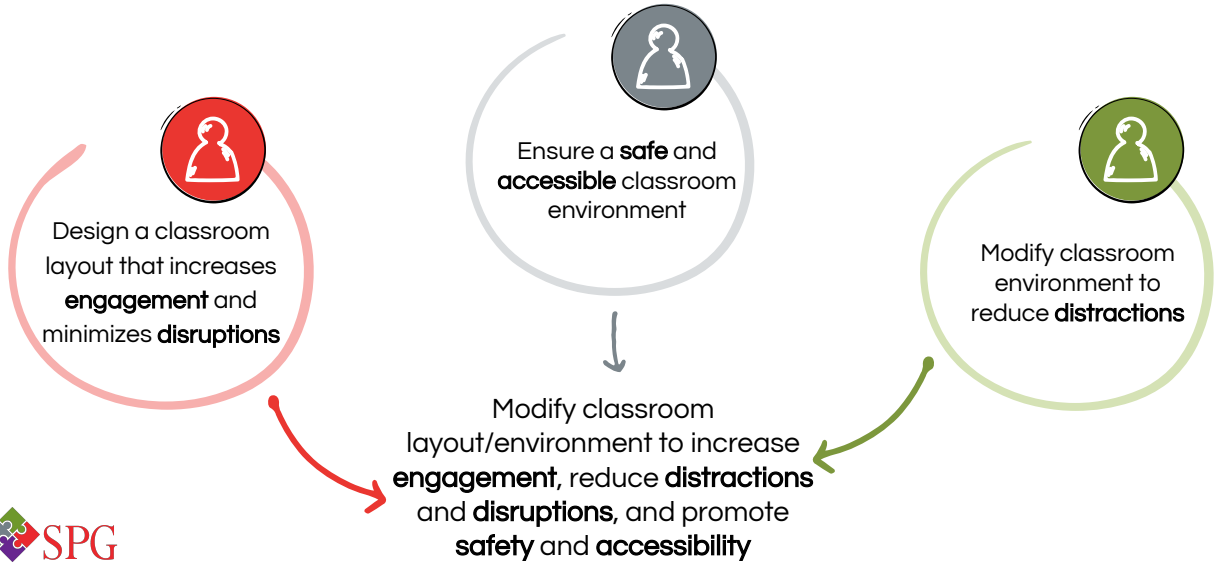

IDENTIFY KNOWLEDGE & SKILLS - EXAMPLE

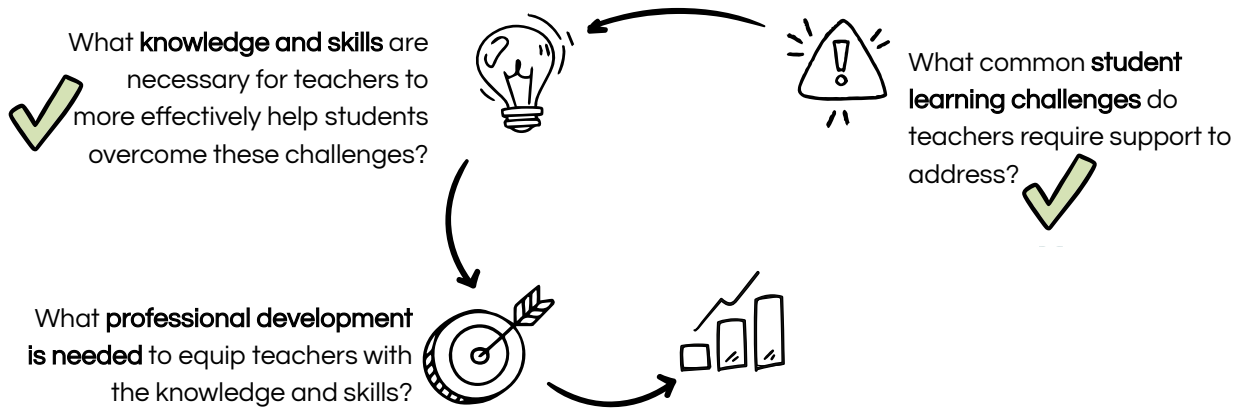| Behavior analyst	School psych	PT	OT	SLP
Design a classroom layout that increases engagement and minimizes disruptions	Incorporate relationship-building activities into daily schedule	Embed movement into academic instruction and activities	Develop routines to support task completion	Provide graphic organizers to help students process information
Establish and teach expectations and routines	Develop norms for conversations about the pandemic and racial injustice	Provide seating and positioning options and alternatives	Modify classroom environment to reduce distractions	Use visuals including gestures, objects, and pictures to teach new information
Teach self-management strategies	Teach healthy coping and problem-solving skills	Enhance inclusion with team/group physical movement opportunities	Provide structure and tools for written assignments	Model and role play targeted social interactions
Design and implement group reinforcement contingencies	Embed social-emotional learning into academic instruction and activities	Develop movement routines to modulate arousal levels	Match technology options to students' needs	Teach how to take turns listening and talking during discussions/conversations
Provide opportunities for instructional choice	Implement disciplinary practices focused on healing and inclusion	Ensure a safe and accessible classroom environment	Support executive functioning and self-management	Provide opportunities for peer instruction and cooperative groups

IDENTIFY KNOWLEDGE & SKILLS - EXAMPLE

Design a classroom layout that increases **engagement** and minimizes **disruptions**

Ensure a **safe** and **accessible** classroom environment

Modify classroom environment to reduce **distractions**

Modify classroom layout/environment to increase **engagement**, reduce **distractions** and **disruptions**, and promote **safety** and **accessibility**

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IDENTIFY KNOWLEDGE & SKILLS - EXAMPLE

Synthesized multidisciplinary strategies

Incorporate relationship-building activities into daily schedule	Modify classroom layout/environment to increase engagement, reduce distractions and disruptions, and promote safety and accessibility	Enhance inclusion with team/group physical movement opportunities	Provide opportunities for peer instruction and cooperative groups
	Establish and teach expectations and routines (including movement routines to modulate arousal levels)	Match technology options to students' needs	Develop norms for conversations and teach how to take turns listening and talking
Teach healthy coping and problem-solving skills	Design and implement group reinforcement contingencies	Teach strategies to support executive functioning and self-management	
Embed social-emotional learning (including modeling and role play) into academic instruction and activities		Provide seating and positioning options and alternatives	Use visuals including gestures, objects, and pictures to teach new information
Implement disciplinary practices focused on healing and inclusion	Provide opportunities for instructional choice	Provide structure and tools (e.g., graphic organizers) to help students process information and complete written assignments	Embed movement into academic instruction and activities

SCALING UP MTS-PD

What **knowledge and skills** are necessary for teachers to more effectively help students overcome these challenges?

What common **student learning challenges** do teachers require support to address?

What **professional development is needed** to equip teachers with the knowledge and skills?

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(Mizell, 2010)

PROFESSIONAL DEVELOPMENT ACROSS THE TIERS

Characteristics of effective professional development

Content focused

Active learning

Collaboration
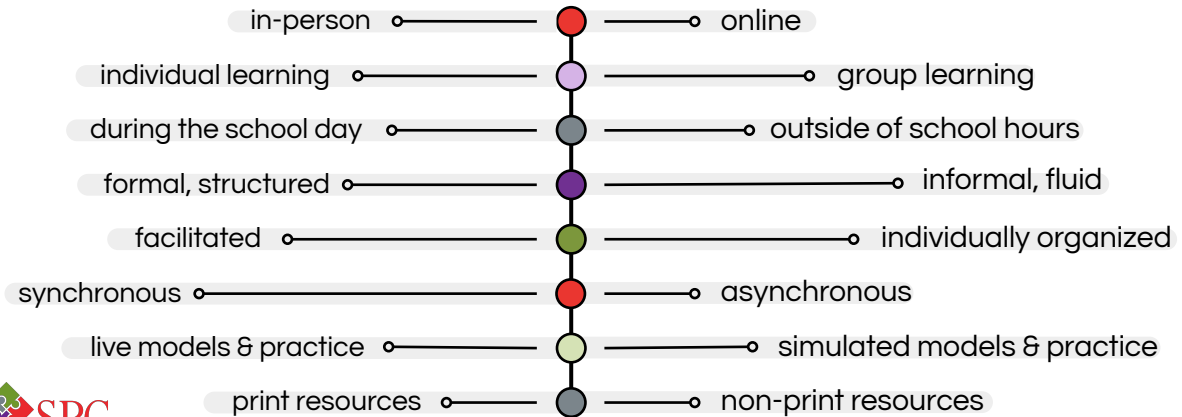
Models of practice

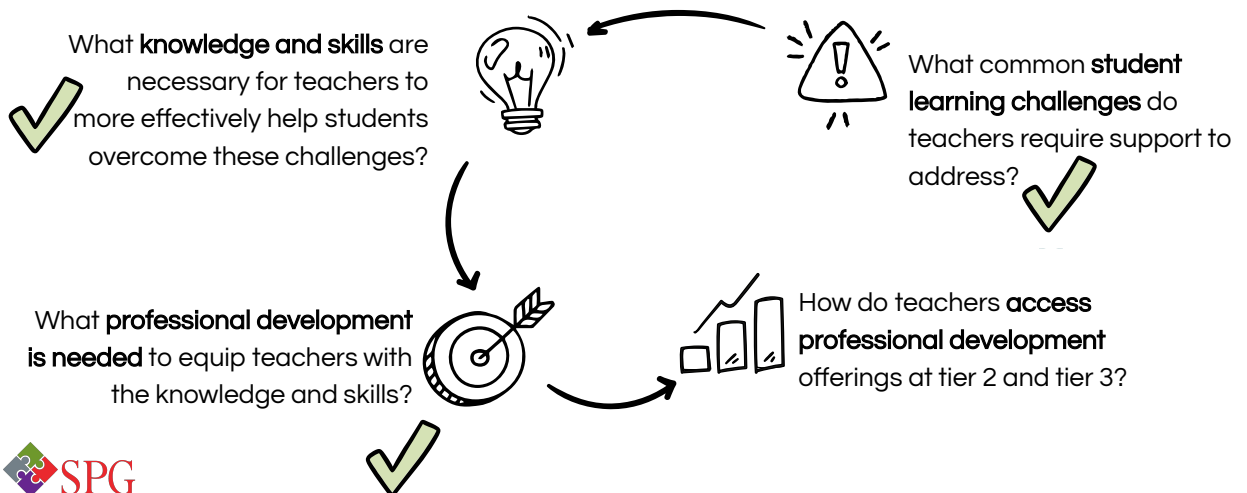Coaching & expert support

Feedback & reflection

Sustained duration

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(Darling-Hammond et al., 2017)

PROFESSIONAL DEVELOPMENT ACROSS THE TIERS

Learning designs incorporating the characteristics of effective professional development vary widely across a number of continuums

in-person	online
individual learning	group learning
during the school day	outside of school hours
formal, structured	informal, fluid
facilitated	individually organized
synchronous	asynchronous
live models & practice	simulated models & practice
print resources	non-print resources

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(Learning Forward, n.d.)

SCALING UP MTS-PD

What **knowledge and skills** are necessary for teachers to more effectively help students overcome these challenges?

What common **student learning challenges** do teachers require support to address?

What **professional development is needed** to equip teachers with the knowledge and skills?

How do teachers **access professional development** offerings at tier 2 and tier 3?

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(Mizell, 2010)

UNIVERSAL SCREENING

How much **knowledge** do I have about this strategy?	no knowledge	some knowledge	more than average knowledge	a substantial amount of knowledge

How **confident** am I in my ability to implement this strategy?	not confident	somewhat confident	more confident than most	very confident

How **useful** do I view this strategy?	not useful	somewhat useful	more useful than most others	highly useful

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Modified from: Lane, K. L. & Oakes, W. P. (2012). Focus on Function: Knowledge, Confidence, and Use Survey (Open-ended). Unpublished rating scale.

UNIVERSAL SCREENING

Multidisciplinary Strategies - Knowledge, Confidence, & Use Survey

Please rate the strategies listed below using the criteria provided. Decide how knowledgeable you are about each strategy. Then rate how confident you are in your ability to use or implement each strategy. Finally, rate how useful each strategy is for you.

Knowledge
0 - I have no knowledge of this strategy.
1 - I have some knowledge of this strategy.
2 - I have more than average knowledge of this strategy.
3 - I have a substantial amount of knowledge about this strategy.

Confidence
0 - I am not confident in my ability to use or implement this strategy.
1 - I am somewhat confident in my ability to use or implement this strategy.
2 - I am more confident than most in my ability to use or implement this strategy.
3 - I am very confident in my ability to use or implement this strategy.

Useful
0 - I do not view this strategy as useful and/or relevant in my teaching.
1 - I view this strategy as somewhat useful and/or relevant in my teaching.
2 - I view this strategy as more useful and/or relevant than most other strategies in my teaching.
3 - I view this strategy as highly useful and/or relevant in my teaching.

Strategy	Knowledge	Confidence	Useful	Average
#1				
#2				
#3				
#4				
#5				
#6				
#7				
#8				
#9				
#10				

Modified from: Lane, K. L. & Oakes, W. P. (2012). Focus on Function: Knowledge, Confidence, and Use Survey (Open-ended). Unpublished rating scale.

Average

🟩	>2.5
🟨	2-2.49
🟧	1-1.99
🟥	<1

MTS-PD IN ACTION:
AN ILLUSTRATION OF IMPLEMENTATION

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TIER I PD

Strategy

Design and implement group reinforcement contingencies

ESCAPE ATTENTION
CONTINGENCIES STRATEGY

Intervention Guide: Group Contingencies

ibestt

What Is It?

A *group contingency* is where the teacher reinforces the entire class or a smaller group of students for completing tasks, appropriate classroom behaviors, or other targeted behavior. Group contingencies can address problem behaviors of multiple students at once. They are more efficient than individual reward systems and require less time to monitor. They also help teachers avoid singling out an individual student with problem behaviors, even if that student is the only one needing support.

When to Use It

- Group contingencies are most often used as a basic classroom management strategy.
- Group contingencies can also address an individual student whose behaviors serve a variety of functions.
- Group contingencies can be used when the activity or instruction is new or particularly difficult.
- Group contingencies can be used to increase participation in an activity.
- Group contingencies can be used to help establish classroom rules and routines (asking for help, putting materials away, etc.).
- Group contingencies can be used when larger groups of students need additional supports to remain on-task and engaged in classroom activities, particularly independent activities.
- Group contingencies can be used when peers could provide an appropriate model for a target behavior. For example, the target behavior might be accessing help appropriately. The group contingency could be to first ask a friend before raising a hand for adult help. The peer models in the group could demonstrate asking a friend before raising a hand to access adult help.

Steps to Implementation / How to Do It

☐	1. Before you begin an activity that you anticipate will be difficult for students, or hard to engage them in, consider using a group contingency.
☐	2. First, determine which target behaviors will be acknowledged. Examples of appropriate classroom behaviors are when students are helpful to others, or raise their hands without talking.
☐	3. Choose which reward the students will work toward or earn access to (end of the week recess, game day, etc.). You can learn the students' interests and motivations by completing a reinforcer assessment.
☐	4. Decide what you will use to count the appropriate behaviors (marble jar, sticker chart, letters on the board, etc.).
☐	5. Decide how many counters will be needed to reach the goal (fill up the entire marble jar, 25 stickers on the sticker chart, spell the teacher's name on the board, etc.).
☐	6. The first day you use it, teach the students how the contingency works. Provide specific examples of behaviors ("I'm looking for groups who are in their seats, quiet mouths, with eyes on me").
☐	7. Provide the reinforcement for the target behavior to the entire class or group ("Great job, Group 3. Everyone has their materials out and ready to go. Your group earns a point").

The contents of this document were developed under a grant from the U.S. Department of Education, #H327S130008. However, those contents do not necessarily represent the policy of the U.S. Department of Education, and you should not assume endorsement by the Federal Government. Project Officer, Terry Jackson. © 2017 ibestt Project, University of Washington — www.ibestt.org

(University of Washington, 2017)

Video models

PAX Good Behavior Game - Jan 2019

Good Behavior Game

(Contact Community Services, 2019;
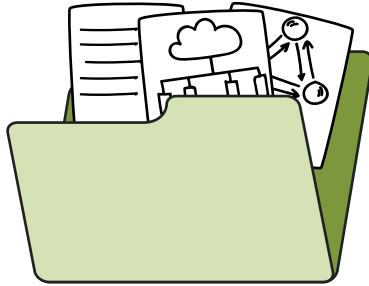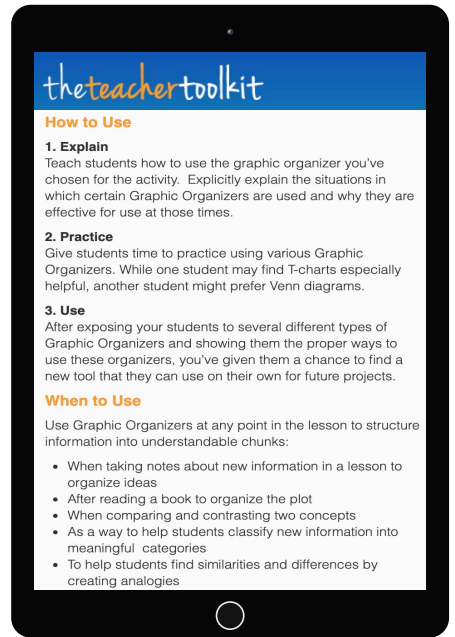Seattle Public Schools, 2013)

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TIER I PD

Strategy

Provide structure and tools to help students process information and complete written assignments

Digital resource library with graphic organizer templates & multiple paper formats

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Website with brief "how to" instructions for using graphic organizers

theteachertoolkit

How to Use

1. Explain
Teach students how to use the graphic organizer you've chosen for the activity. Explicitly explain the situations in which certain Graphic Organizers are used and why they are effective for use at those times.

2. Practice
Give students time to practice using various Graphic Organizers. While one student may find T-charts especially helpful, another student might prefer Venn diagrams.

3. Use
After exposing your students to several different types of Graphic Organizers and showing them the proper ways to use these organizers, you've given them a chance to find a new tool that they can use on their own for future projects.

When to Use

Use Graphic Organizers at any point in the lesson to structure information into understandable chunks:

- When taking notes about new information in a lesson to organize ideas
- After reading a book to organize the plot
- When comparing and contrasting two concepts
- As a way to help students classify new information into meaningful categories
- To help students find similarities and differences by creating analogies

(ECS Region 13, n.d.)

UNIVERSAL SCREENING

Strategy	Knowledge	Confidence	Useful	Average
#1 Incorporate relationship-building activities into daily schedule	2	3	3	2.67
#2 Develop norms for conversations and teach how to take turns listening and talking	3	2	3	2.67
#3 Teach healthy coping and problem-solving skills	2	2	2	2.00
#4 Embed social-emotional learning (including modeling and role play) into academic instruction and activities	3	2	3	2.67
#5 Implement disciplinary practices focused on healing and inclusion	2	2	2	2.00
#6 Modify classroom layout/environment to increase engagement, reduce distractions and disruptions, and promote safety and accessibility	3	3	3	3.00
#7 Establish and teach expectations and routines (including movement routines to modulate arousal levels)	1	1	2	1.33
#8 Design and implement group reinforcement contingencies	0	0	1	0.33
#9 Provide opportunities for instructional choice	2	2	3	2.33
#10 Embed movement into academic instruction and activities	3	3	2	2.67
#11 Provide seating and positioning options and alternatives	3	2	2	2.33
#12 Enhance inclusion with team/group physical movement opportunities	2	2	1	1.67
#13 Provide structure and tools (e.g., graphic organizers) to help students process information and complete written assignments	1	0	1	0.67
#14 Match technology options to students' needs	2	3	2	2.33
#15 Teach strategies to support executive functioning and self-management	3	2	3	2.67
#16 Use visuals including gestures, objects, and pictures to teach new information	3	3	3	3.00
#17 Provide opportunities for peer instruction and cooperative groups	3	3	2	2.67

TIER 2 PD

Strategy

Design and implement group reinforcement contingencies

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The Classroom Check-Up

Use this strategy to improve these areas:

- Behavioral Expectations Clear
- Use of Praise
- Positive to Negative Ratio
- Use Variety of Reinforcement
- Level of Disruptive Behavior

▶ Watch Overview Video

Strategy Overview
How To
Strategy Tool
Reflection
Goal Setting

Strategy Tool
Use the **Good Behavior Game** strategy tool to plan the implementation of a group contingency for your classroom.

View Strategy Tool

View Tool Example

Reflection
Take a moment to make sure your plan for using the group contingency is going to work.

View Reflection Tool

Goal Setting
Use the following form to set your group contingency goals.

View Goal Setting Tool

(University of Missouri, 2020)

TIER 2 PD

Strategy

Provide structure and tools to help students process information and complete written assignments

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Writing Tools Considerations Packet

- Identify students struggling with mechanics
- Identify students struggling with process
- Continuums of support options
- Selecting the best option
- Supporting students' success

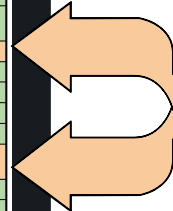### Graphic Organizers Considerations Packet

cause → effect
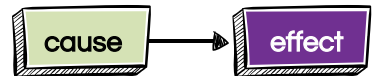
- Structure & uses
- Variations
- Adaptations & modifications
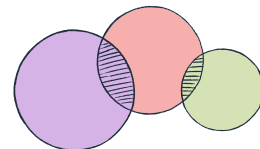
(William & Mary T/TAC, 2009; 2015)

UNIVERSAL SCREENING

Strategy	Knowledge	Confidence	Useful	Average
#1 Incorporate relationship-building activities into daily schedule	2	3	3	2.67
#2 Develop norms for conversations and teach how to take turns listening and talking	3	2	3	2.67
#3 Teach healthy coping and problem-solving skills	3	3	3	3.00
#4 Embed social-emotional learning (including modeling and role play) into academic instruction and activities	3	2	3	2.67
#5 Implement disciplinary practices focused on healing and inclusion	3	2	2	2.33
#6 Modify classroom layout/environment to increase engagement, reduce distractions and disruptions, and promote safety and accessibility	3	3	3	3.00
#7 Establish and teach expectations and routines (including movement routines to modulate arousal levels)	3	3	3	3.00
#8 Design and implement group reinforcement contingencies	2	1	1	1.33
#9 Provide opportunities for instructional choice	3	3	3	3.00
#10 Embed movement into academic instruction and activities	3	3	2	2.67
#11 Provide seating and positioning options and alternatives	3	3	2	2.67
#12 Enhance inclusion with team/group physical movement opportunities	3	3	2	2.67
#13 Provide structure and tools (e.g., graphic organizers) to help students process information and complete written assignments	1	1	2	1.33
#14 Match technology options to students' needs	3	3	2	2.67
#15 Teach strategies to support executive functioning and self-management	3	2	3	2.67
#16 Use visuals including gestures, objects, and pictures to teach new information	3	3	3	3.00
#17 Provide opportunities for peer instruction and cooperative groups	3	3	2	2.67

TIER 3 PD

Strategy

Design and implement group reinforcement contingencies

Individual or small-group problem-solving session

The Classroom **Check-Up** | **Goal Setting:** Using Group Contingencies

| **Simple Data** [1] - Check off whether each objective was met	
I have identified the behavior(s) I want to increase using data.	◉ Yes ○ No
I have taught the students the expected behavior(s).	◉ Yes ○ No
I have told the students what they will earn for the expected behavior(s).	◉ Yes ○ No
I have explained to students how and when they will earn the reinforcer.	◉ Yes ○ No
90% or more of students/teams displayed the expected behaviors. *If no, re-teach the behavior and use the highest rated reinforcer.*	○ Yes ◉ No
I provided the reinforcer to the students immediately following expected behavior(s).	○ Yes ◉ No
All objectives were met: *If yes, consider adding more behavior(s) or using the contingency less. If no, plan accordingly based on what objectives were met versus not. Meeting with your CCU coach can be helpful to problem solve, as well.*	○ Yes ◉ No

TIER 3 PD

Strategy

Provide structure and tools to help students process information and complete written assignments

Record yourself delivering a lesson that incorporates student use of a graphic organizer
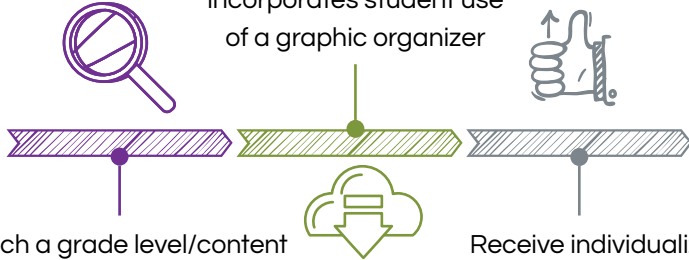
Watch a grade level/content area aligned colleague with expertise in using graphic organizers deliver a lesson

Receive individualized feedback from your colleague

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www.spgcommunity.com

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